



The role of social support and spiritual well-being on future anxiety among final year students

Azzahra Meita Syamsyiah Putri¹, Ratna Duhita Pramintari¹, Aldila Putri Anwar^{1,*}

¹ Psychology, Faculty of Social and Political Sciences, Islamic University "45" Bekasi, Bekasi, West Java 17134, Indonesia.

*Correspondence: meitaara9@gmail.com

Received Date: January 8, 2026

Revised Date: April 24, 2026

Accepted Date: April 26, 2026

ABSTRACT

Background: Students in their final year usually experience developments marked by various academic and social demands, such as writing a thesis, final exams, and preparing to enter the workforce. Social support and spiritual well-being are considered to play an important role in helping individuals cope with these pressures. **Methods:** This study aims to conduct an in-depth analysis of the role of social support on spiritual well-being on future anxiety among students who are in their final year. This study uses quantitative research methods. The number of participants involved was 60 participants from the Psychology study program at Universitas Islam "45" The instruments used included the Multidimensional Scale of Perceived Social Support, the Spiritual Well-Being Scale, and the Future Anxiety Scale. Data analysis was performed using Spearman's rho correlation test and multiple regression. **Findings:** The analysis findings show that social support and spiritual well-being together do not have a significant effect on future anxiety with a value of $R = 0.201$, $R^2 = 0.041$, and a significance level of 0.307. **Conclusion:** This means that these two variables only explain 4.1% of the variation in future anxiety, while 95.9% is influenced by other factors such as self-efficacy, life experiences, economic conditions, and individual coping strategies. Although the results are not statistically significant, this information highlights that social support and spiritual well-being play an important conceptual role in maintaining the psychological balance of students as they go through the transition phase to adulthood. **Novelty/Originality of this article:** The innovation of this study lies in the simultaneous analysis of social and spiritual dimensions on future anxiety in the context of final-year students at Islamic universities, which has been minimally researched empirically in Indonesia and provides a basis for the development of psychological interventions based on social and spiritual aspects to support student well-being.

KEYWORDS: social support; spiritual well-being; future anxiety; final-year students.

1. Introduction

Student level end including in stage development mature beginning, namely phase life where takes place in the range aged 18 to 25 years (Syuhadak et al., 2023). In stage end education high, students required for compile task the so-called end thesis, which functions as manifestation from knowledge and skills that have been obtained during they learning. This be one of condition important for students for get title bachelor in a way official (Buulolo, 2019). As stated in the law issued by the National Education System in 2003, Article 1 states "Education is efforts made individual for realize its potential until become more personal Good start from development brain until control self" (Salamy, 2025). However, many student face various obstacles that can cause pressure psychological.

Cite This Article:

Putri, A. M. S., Pramintari, R. D., & Anwa, A. P. (2026). The role of social support and spiritual well-being on future anxiety among final year students. *Dharmakirti: International Journal of Religion, Mind and Science*, 3(2), 198-213. <https://doi.org/10.61511/ijroms.v3i2.2026.2776>

Copyright: © 2026 by the authors. This article is distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).



Research by Siddall et al. (2017) highlights various obstacles faced student moment compile thesis, with grouping the cause to in two types, namely factor from in internal self and factors from outside self student external. Barriers the covering anxiety, stress, decline quality mental health, the complexity bureaucracy campus, difficulties in access literature scientific, challenges financial, involvement excessive in non-academic activities, as well as low motivation and commitment personal (Putri et al., 2024).

The phenomenon that occurred among student level end show that phase approaching settlement studies is full period pressure and uncertainty. At this stage this, student faced with various demands like compilation thesis, exam end, and preparation for entering the world of work or continue studies to higher level high. Research that has been done previously (Santo & Alfian, 2021) find that support from the people around like Friend own significant role in lower level anxiety about the future student level end. Besides that, support social also contributes to subtraction symptom depression, especially during full period pressure. Source support social This can originate from various elements, such as family, partner, parents, friends peers, as well as environment around. Other research conducted by Saragi & Indrawati (2019) also shows that support social influence depression during stressful times that can obtained from various source that is family, partner, parents, friends peers, and community.

Support social according to Efendi in Santo & Alfian (2021) said that since birth someone, they own role as part from a family. Help emotional and social from family own deep relationship because it was the first time there was in life someone. The assistance provided by the family, especially from both parents, can help reduce anxiety individual about the future that will they live it. The support social can understood as something form interpersonal interactions where individual accept comfort emotional, attention, appreciation, information, and instrumental assistance from environment social support This cause perception that individual loved, appreciated, and own source Power social that can reliable when face pressure or difficulty life.

If individual No get support adequate social, then ability they for managing stress and coping uncertainty life can decreased. Condition the potential cause pressure prolonged psychological problems, one of which is in the form of anxiety towards the future (future anxiety). Furthermore, according to Rathus & Nawangsar in Savitri & Swandi (2023), anxiety about the future can interpreted as condition psychological condition characterized by feelings depressed, scared, anxious, and a feeling of being threatened consequence influence from environment around.

Problems in do thesis this become reason emergence functional anxiety as mechanism ego protection. In context this, anxiety play a role as signal for individual as potential threat, and if no overcome with well, threat the can increase until the ego becomes depressed (Rahayu, 2021). Constant feeling of anxiety descend on during workmanship thesis Of course cause discomfort. Discomfort the impact on disruption concentration and ability For face various problem during the writing process thesis. The decrease ability the result in progress workmanship thesis become hampered, so that student experience delay in possible graduation caused by anxiety in compile thesis (Harahap & Pranungsari, 2020).

Future anxiety according to Apriani et al. (2025) can understood as condition affective characterized by feelings tense, worried, and activation system nerve increased autonomy as form preparedness to possibility danger. Impact anxiety no always bad, because there is a feeling of anxiety that can functioning as mechanism control self for still be careful with every condition (Putri et al., 2025). Research results the indicates that level more hope tall correlated with level more future anxiety low, so that can concluded that hope play a role important in lower anxiety towards the future. Based on research conducted by (Akbar et al., 2020) indicates that spiritual aspects can reduce level students anxiety. Increasingly tall the spiritual quality of a person, then the more low the anxiety he experienced, the end make individual more optimistic and more ready in face pressure moment exam.

In study this, Spiritual well being according to Zaleski in Shalom & Dewi (2025) to be aspect important things that can strengthen Power springy individual against stress and anxiety. Burkhardt and Nagai in Buulolo (2019) mentioned that spiritual well-being reflect

capacity individual for understand as well as find meaning, value, and purpose his life, so that capable feel satisfaction inner, feeling of fulfillment self, and deep happiness. Spiritual well-being refers to the state and emotions positive indicated through action, way thinking, relationship personal with other people, as well as relation with the creator. Furthermore, Fisher in Apriningrum & Utami (2022) also explains that spiritual well-being is condition Where personal, community, environmental, and transcendental relationships fulfilled with good. This feeling can reduce possibility occurrence burnout, because individual feel satisfied, calm, and balanced in a way inner, as well as own corner optimistic outlook, goals, and orientation clear life.

In study previously find that spiritual well-being be one of factor affecting future anxiety in students year end in Indonesia. Furthermore, the found existence attachment negative between support social with anxiety about the future moment face thesis. The more big support socially acceptable someone, the more a little level the anxiety he felt about challenges that will come and vice versa (Saragi & Indrawati, 2019). Various study has show connection between support social and future anxiety (Santo & Alfian, 2021). As well as between spiritual well- being and future anxiety future anxiety Saragi & Indrawati (2019). However, research that specifically simultaneous examine role support social to spiritual well- being and future anxiety, especially in students level end study program psychology at the Islamic University 45" of Bekasi is still very limited. Most of studies only focuses on the relationship between two variables without see mechanism more connectedness wide between aspect social, spiritual, and emotional. The gap this research (research gap) show the need further study comprehensive for understand How support social can become factor protective contributing to spiritual well-being as well reduce future anxiety student.

Therefore, the goal from this study is do analysis deep about role support social to spiritual well-being and future anxiety in middle school students be in the year the last one. Students level end is groups that are in the phase transition going to life mature young, where they are faced with various demands academic, social, and emotional, such as settlement task end, preparation entering the world of work, as well as adjustment to not quite enough answer new in life personal and professional. Conditions the often cause pressure psychological that can impact on spiritual well-being as well as cause concern excessive about the future (future anxiety).

In this situation, support social play role crucial as one of the factor capable protector support individual in dealing with stress and uncertainty live. Support social origin from family, friends peers, as well as environment campus believed capable provide a sense of comfort, acceptance, and belief that individual no face challenge life alone. Positive support can increase spiritual well-being, namely condition welfare inner self that includes feeling meaningful, purposeful life and harmonious relationships with self yourself, others, and spiritual dimensions that are believed in individual.

On the other hand, when individual feel low support social, they tend experience difficulty in manage stress and worry towards the future. This is can bring up symptom future anxiety, such as feeling no sure, afraid failure, and worry excessive to career and achievement live. With thus, understanding how support social contribute to spiritual well-being and reduce level future anxiety become crucial thing for help student reach welfare optimal psychological well-being during the transition of this period.

In a way theoretical, this research expected can expand understanding about mechanism psychosocial factors that influence spiritual well-being and future anxiety, especially during times of transition going to maturity beginning. The results of this study expected can contribute to development intervention psychological treatment that is carried out with support social for students, as well as add riches literature related connection between aspect social, spiritual, and emotional in realm education high. Based on review theoretical that has been described, hypothesis of this study state that support social own impact positive to spiritual well-being, which means the more big support social accepted by students, then the more high level their spiritual well-being natural. In addition, support social contribute in a way negative to anxiety in the future, which means that the

more Lots support socially acceptable, then the more low level anxiety experienced by students end.

2. Methods

The design uses a quantitative approach, which is considered an essential tool in research, given the researcher's reliance on it to assess the success of a study. Research design serves as a guide for researchers in data collection, sample selection, and analysis. Without an adequate design, research will not have a high level of validity. One of the main aspects of quantitative research is statistical analysis. statistics utilized for help researchers understand the meaning of relation between variables (Sudarmin et al., 2019). The process in study quantitative according to Bryman in Abdullah et al. (2022) started with theory, followed hypothesis, design research, selection location research, selection subject or respondents, data collection, up to write conclusion.

In matter this, researcher using primary data with population student the middle end do thesis major psychology at the Islamic University "45" Bekasi. The sample selected that is there are 60 students based on criteria religious Islam, students level end psychology (minimum semester 7 or currently do thesis), male or women, range aged 20-25 years. The sample was selected with technique convenience sampling, based on availability and convenience access for accessible. Convenience sampling considered in accordance with condition study this, considering researchers own limitations time and resources power in reach larger population wide (Golzar et al., 2022).

In addition, students of the Psychology Study Program as subject study based on considerations strong theoretical and methodological skills. Students psychology considered own greater understanding deep about concepts and phenomena psychological, regarding stress, anxiety, and factors that influence it. Knowledge academics that they get during lectures allows they for recognize as well as reflect experience emotional in a way more objective and focused; with thus students, psychology assessed capable give more response accurate and relevant to instrument related research with support social, spiritual well-being, and future anxiety.

In addition, students psychology generally own experience direct in face pressure complex academics, such as compilation thesis and preparation entering the world of work. this onditions make they representative group for study dynamics psychological issues that arise during the transition period going to maturity early. This research also focuses on aspects psychological like personality, support social, and spiritual well-being which is special studied in discipline knowledge psychology. Therefore, the election student psychology as participants considered most appropriate for reach objective study as well as produce relevant findings in a way theoretical and empirical.

Measuring tools used in this study is Likert scale, Sugiyono (2018) states that Likert scale function as tool gauge for evaluate views and perceptions individual and group about incident social. In study this, scale Likert consists of from category : "strongly agree" is given score 4, "agree" is given score 3, "less agreed" given score 2, and "no agreed" given score 1. In study In this study, the Multidimensional Scale of Perceived Social Support (MSPSS) was used. For evaluate perception support social from three source, namely family, friends, and important people other instruments introduced by Zimet et al. (2021). Measuring instruments support this social consists of of 12 items that are favorable and unfavorable, with total validity of 0.90 using Cronbach's Alpha, from the 12 items no an item has been removed. So, you can said to be valid.

On the variable spiritual well-being, measured through scale spiritual well-being scale consists of of the two subscales that assess welfare religious and existential developed by Paloutzian (2016). Based on results testing validity, from a total of 20 items on the scale spiritual well-being, only 12 items were declared valid. After eight invalid items removed from instruments, values reliability increase in a way significant to 0.972. This is show that the twelve remaining items own level very high internal consistency. In other words, each

item in the scale the each other correlated with Good in measure the same construct, so that instrument can considered stable and able reliable For measure variables studied.

Future anxiety (Future Anxiety) use scale Future Anxiety Scale (FAS) developed by Zaleski in Aliifah (2024) made based on aspects that include aspect cognitive, motor, somatic, and affective. Based on validity test results, from a total of 25 items on the scale Future Anxiety, only 11 items met criteria validity with mark reliability > 0.30 . A total of 14 items were stated fall because own low correlation with total score, so that no capable represent constructs being measured in a way adequate. Future Anxiety Scale only load one item that is favorable, so that can it is said that part big aspect construct has represented in a way proportional in the 11 valid items. After the invalid items are removed, the value reliability increase to 0.825 which shows that 11 items remain own level good internal consistency. With thus, the scale assessed reliable and worthy used as tool measuring Future Anxiety in respondents in study.

This study use analysis regression For predict change variables functional dependents as criteria (Sugiyono, 2017). This done in case where two or more variables independent functioning as factor predictors and influenced with change mark they. Analysis method This used For measure to what extent support social and spiritual well-being influential to future anxiety in middle school students finish studies they (Fitriani et al., 2022).

3. Results and Discussion

3.1 Demographic data

The results of this study is student in active Bachelor's degree from the Islamic University of "45" Bekasi with range age 20-25 years as well as is student level end or currently do thesis. Retrieval sample done with spread scale psychology online through Google Form, which will be implemented from 23 October 2025 to 29 October 2025. Based on data from Directorate Administration and Academic Services of the Islamic University 45 Bekasi as of October 7, 2024, the number of population student recorded as many as 4,257 people. Based on amount said, researchers set 60 subjects as the representative part, with use convenience sumpling as technique election subject.

Based on the data obtained from questionnaire that has been distributed to the 60 participants who participated in this study, the demographic characteristics were seen as following. Based on categorization type gender, respondents in study This consists of of 23 men (38.3%) and 37 women (61.7%). This shows that majority respondents study is women. This composition indicates that there is more lots women involved in study compared to with men, so the results study more reflect characteristics group woman in the context under study.

In study Öztekin et al. (2025) majority participants study is women, namely approximately (59.7%) of the total respondents. This composition show that participation student Woman in studies about future anxiety relatively more tall compared to student men, who only amount to around 40.3%. Dominance respondents of woman in this study can reflect phenomenon general in various studies psychology, where women tend more open in disclose condition emotional, including feeling anxiety and stress experienced.

In addition, women often have greater sensitivity tall to issues related psychology with the future, responsibility answer social, and demands career. This research in harmony with various existing studies previously indicated that feeling of anxiety, especially regarding the future, in general more dominant in women compared to men. This is due to differences method view to uncertainty, demands social, and expectations culture about gender roles.

That matter in accordance with research conducted Pratiwi (2024) with amount respondents as much as 225 people show that composition participants woman more dominant (53%) compared to male. This findings in line with trend general in study psychology in Indonesia, where participation student woman often more tall compared to male. Dominance respondents woman can describe that woman own level more openness big in express condition psychological, including experience about support social, spiritual

and social well-being anxiety towards the future. In study (Limen et al., 2018) get conclusion that 40 (41.27%) respondents experience anxiety in category light, 29 (30.21%) respondents face anxiety level middle, and 27 (28.12%) respondents experience anxiety severe. Meanwhile that, the findings Limen's (2018) study indicates that (81.20%) students experience anxiety, with part big be at the level light namely 43.50%.

Based on category age, participants in this study aged between 20 to 25 years, which is period active in Bachelor's degree education. Percentage age show that respondents aged 20 years is 13%, 21 years old (25%), 22 years old (33%), 23 years old (20%), 24 years old (5%), and 25 years old (3%). Therefore that, group the most age there is is 22 years old, with percentage (33%) of total respondents. Range at this aage reflect phase development mature beginning, where the individual currently is at in stage search for identity, determination direction career, as well as future planning.

Based on category age, this condition in line with research Qolbi et al. (2020) which explains that individuals in the phase emerging adulthood tend experience anxiety towards the future, because is at in stage exploration identity, uncertainty career, and demands For reach independence. Research the show that student level end of life mature beginning prone to experience future anxiety related with education, work, and hope increasingly social increased. In addition, research Ichsan et al (2024) also explains that phase emerging adulthood is vulnerable period to anxiety Because individual start think about not quite enough answer life, stability economy, relations social, and future achievements. Factors like experience life, pattern foster care, pressure social, and low belief self can influence emergence anxiety at age mature beginning.

Apart from being related with future anxiety, individuals on a range age mature the beginning also requires support more social big in face changes and demands development. research O'Rourke et al. (2020) explains that students in the phase emerging adulthood face pressure academic, social, and professional that can increase anxiety psychological. Therefore that, support social from family, friends peers, as well as environment around be one of factor important that helps individual face stress and uncertainty in adulthood beginning. On the other hand, spiritual well-being is also becoming aspect important psychological aspects in this phase because individual start look for meaning life, future goals, and stability emotional in face change life. With thus, the range age respondents in study This in accordance with characteristics development mature close start relation with support social, spiritual well-being, and future anxiety.

Furthermore, based on academic status, all respondents in study This is student level end at the Islamic University "45" Former study program Psychology. This is show that the participants currently be at the stage settlement task end or thesis. Condition the important for noticed because student level end tend face various pressure academic and social that can be influence level future anxiety, as well as increase need will support social and spiritual well-being.

That matter in line with research Putri et al. (2020) which explains that student level end tend experience anxiety in facing the world of work Because existence pressure academic and future uncertainty. Research the show that final semester students who are currently compile thesis need support social from environment around For help reduce anxiety experienced. In addition, research Santo & Alfian (2021) also explain that student level end prone to experience anxiety to future jobs consequence competition work, uncertainty career and demands after graduating from college. Support social be one of factors that help student face pressure the.

In addition to support social, spiritual well-being is also an issue aspect important for student level end in face pressure academic performance and future anxiety. Research Siregar et al. (2021) shows that aspect psychological positive like gratitude and meaning life own connection with low future anxiety in students level end. This condition show that students who have good spiritual well-being tend more capable interpret difficulties, managing pressure academic, and facing future uncertainty in a way more adaptive. With thus, the respondent's status as student level end in this study in accordance with

characteristics vulnerable individuals experience future anxiety at a time need support social and spiritual well-being in face task development in the phase mature beginning.

3.2 Descriptive test

Descriptive test aim for depict in a way systematic fact or characteristics population certain or field certain in a way factual and accurate (Abdullah et al., 2022). Based on Table 1, the statistics descriptive variables support social own the average value is 36.47, median 35.50, mode 35, and standard deviation of 6.42. The skewness value of -0.672 indicates data distribution tends to be skewed to the left, whereas the kurtosis value of 2.16 indicates relative distribution more pointed compared to normal distribution. Although thus, the skewness and kurtosis values are still is at within tolerance limits normal distribution so that the data can it is said fulfil assumptions normality. Minimum value of the variable this is 12 and the maximum is 48, which shows existence variation level support social in respondents study.

Table 1. Descriptive test

		Social Support	Spiritual Well-Being	Future Anxiety
N	Valid	60	59	60
	Missing	0	1	0
Mean		36.47	65.86	68.68
Median		35.50	66.00	68.00
Mode		35	62	64
Standard Deviation		6.42	5.78	8.69
Skewness		0.672	0.061	0.022
Standard Error of Skewness		0.309	0.311	0309
Kurtosis		2.16	0.374	0.301
Standard Error of Kurtosis		0.608	0.613	0.608
Minimum		12	52	51
Maximum		48	79	89

On the variable spiritual well-being obtained the average value is 65.86 with a median of 66.00 and a mode of 62 indicating that level spiritual well-being respondents tend high. Standard deviation of 5.78 shows relative data variation low. The skewness value of 0.061 indicates almost uniform data distribution symmetrical, while kurtosis of -0.374 indicates little distribution more flat compared to normal distribution. In general Overall, the distribution of data on the spiritual well-being variable can be categorized as normal.

Temporary that, variable future anxiety own the average value is 68.68, median 68.00, mode 64, and standard deviation of 8.69. The skewness value of -0.022 indicates very close data distribution symmetrical, whereas kurtosis value of -0.301 indicates little distribution more flat compared to normal distribution. The minimum value is 51 and the maximum of 89 shows range sufficient score area at the level future anxiety respondents. Based on skewness and kurtosis values are within the limits of normality, the distribution of data on variables future anxiety assessed fulfil assumptions normality so that worthy used in analysis parametric more carry on.

Table 2. Categorization

Variables	Low	Currently	Tall
Future Anxiety (Y)	8 (13.3%)	40 (66.7%)	12 (20%)
Support Social (X1)	5 (8.3%)	41 (68.3%)	14 (23.3%)
Spiritual Well-Being (X2)	10 (16.6%)	39 (65%)	11 (18.4%)

Based on the categorization results, it can be seen that most participants are in the moderate category for the three variables studied. Anxiety of the Times Front (Y), as many as 40 participants (66.7%) were included in the moderate category, 8 participants (13.3%) were in the low category, and 12 participants (20%) are in the high category. This shows

that the majority of students at the undergraduate level end have a level of anxiety about the future that is not too low, but has not yet reached a worrying level. This condition may reflect a reasonable degree of uncertainty or worry about the future, especially among final-year students preparing for the transition to the workforce or the next stage of life.

Furthermore, in Social Support (X1), as many as 41 participants (68.3%) were in the moderate category, 5 participants (8.3%) were in the low category, and 14 participants (23.3%) were in the high category. This finding indicates that most participants felt quite good social support from their surrounding environment, both from family, peers, and campus, although there were still a small number who felt their social support was low. Social support at a moderate level indicates that students generally have a social network that functions adaptively in facing academic demands and future uncertainty.

In Spiritual Well-Being (X2), 39 participants (65%) were in the medium category, 10 respondents (16.6%) were in the low category, and 11 respondents (18.4%) were in the high category. These results illustrate that the majority of students have quite good spiritual well-being, characterized by the ability to find meaning, purpose, and inner peace in living life. However, there is still a small number of respondents with low levels of spirituality, which may be related to differences in levels of belief, spiritual practice, or the ability to cope with psychological stress.

3.3 Normality test

Normality test, which aims for identify whether score variables are distributed with normality. The results of the normality test calculation between variables as following Table 3. Based on Table 3, normality test done using two methods statistics, namely Kolmogorov Smirnov against 60 participants research. The test results show that variables Future Anxiety own mark significance as big as 0.200 (K-S). Second mark the more big from level significance 0.05, so that can concluded that the data is distributed normal.

Table 3. kolmogorov smirnov normality test

Variables	KSZ	P	Subject	Information
Future Anxiety	0.200	009	60	Normal
Support Social	0.175	104	60	Normal
Spiritual Well-Being	0.200	073	60	Normal

On the other hand, Support Social as X1 produces results with mark significance of 0.175 (K-S). Because the value significance in the full test follow Kolmogorov-Smirnov so that can concluded that the data is distributed normal. The same thing valid For Spiritual Well Being, which obtains mark significance 0.200 (K-S). Second mark the is >0.05 , so the data on the variable this is normal, In general overall, results analysis This show that all over variables normally distributed, namely Support Social, Spiritual Well-Being, and Fulfilling Future Anxiety assumptions normality.

3.4 Linearity test

Linearity test according to Azwar (2017) aims for get data information, namely variables own linear correlation or no linear (Dewanti & Ayriza, 2022). The results of the linearity test can seen in the Table 4. Based on results table 4, it is known connection between support social and future anxiety, with Sig. Deviation from Linearity value = 0.762 (> 0.05). This show that linear between connection support social to future anxiety. Furthermore, the relationship about spiritual well-being to future anxiety take notes Sig. Deviation from Linearity value = 0.815 (>0.05). This is signify that connection between spiritual well-being to future anxiety linear, or in other words, there is indication that shift in spiritual well-being experienced directional changes in future anxiety. However, the Sig. Linearity value = 0.815 (> 0.05) indicates that the linear relationship no significant from aspect statistics.

Table 4. Linearity Test

Dependent Variable	Independent Variable	Mark		Information
		F	P	
Future Anxiety	Support Social	0.762	0.008	Linear
	Spiritual Well-Being	0.815	0.351	Linear

This result show that support social and spiritual well-being own pattern directed relationship with future anxiety, though connection the not yet proven significant in a way statistics. On support social, linear patterns indicate that individual with support more social Good tend experience change level future anxiety in a way consistent, even though its influence enough strong on the sample of this study. Temporary that, in spiritual well-being, there is linear relationship implies that individual spiritual condition can related with method individual look and respond uncertainty of the future. Individuals with greater spiritual well-being Good possibility own ability more adaptive in face concern related to the future. However, because connection the no significant in a way statistics, then spiritual well-being; not yet can considered as factor main influencing factors future anxiety in respondents study this. Possibility there is other factors that are more dominant, such as pressure academic, condition family, demands social, or characteristics personality individual.

3.5 Analysis correlation pearson

Analysis test use correlation Pearson; this correlation aim for know—there is whether or not correlation from second variables, namely one variables independent and one variables dependent. The result can seen in the table following Table 5. Based on Table 5, according to the results of the Pearson correlation test, an F-value of 0.256 was obtained with a significance level (Sig.) of 0.615 (>0.05). These results indicate that the social support variable does not have a significant effect on future anxiety. Thus, the regression model testing the effect of social support on future anxiety is not statistically significant. These results indicate that the social support received by respondents has not yet become a primary factor in reducing or increasing anxiety about the future. Although individuals receive support from family, friends, or their social environment, this is not necessarily strong enough to influence their concerns about the future.

Table 5. Analysis results pearson correlation

Dependent Variable	Independent Variable	Correlation Value Product Moment	P (level significant)	Information
Future Anxiety	Support Social	0.256	0.615	Not Significant
	Spiritual Well-Being	0.266	0.180	Not Significant

This situation may occur because future anxiety is influenced by many other factors, such as academic pressure, career uncertainty, social demands, economic conditions, and individual personality characteristics. Thus, social support in this study likely serves only as a supporting factor, not as a dominant factor that directly influences future anxiety. The spiritual well-being variable yielded a correlation coefficient of 0.266 with a significance value of 0.180 (>0.05). This value indicates that spiritual well-being does not significantly influence future anxiety. This suggests that for every one-unit increase in spiritual well-being, future anxiety increases by 0.266 points. However, since the significance level is >0.05 , this relationship is not statistically significant and cannot be generalized as a real effect on the study population.

These results suggest that spiritual well-being is not yet a sufficiently strong factor in influencing future anxiety among the study respondents. Individuals with higher spiritual well-being do not necessarily have lower levels of future anxiety. This may be because future anxiety among the respondents is likely more influenced by external factors, such as academic pressure, achievement demands, educational or employment uncertainty, as well as social and family conditions. Thus, the spiritual aspect in this study does not yet appear

to function optimally as a coping mechanism to reduce anxiety about the future. Furthermore, the positive direction of the relationship may indicate that individuals with higher spiritual awareness actually engage in more reflection and contemplation regarding life and the future, thereby increasing their vigilance or concerns regarding the uncertainties they will face.

3.6 Analysis regression multiple

Next, a multiple regression test was conducted, with the results of the multiple regression analysis used to determine the influence of social support and spiritual well-being on future anxiety. The results can be seen in the following table 6. Based on Table 6, the results of the multiple regression analysis indicate that the social support variable does not have a significant effect on future anxiety among senior students, with a regression coefficient (B) of -0.113, a t-value of -0.636, and a significance level of 0.527 (>0.05). The 95% confidence interval ranges from -0.467 to 0.242. Since this interval crosses the zero line, the effect of social support on future anxiety is deemed statistically insignificant. Nevertheless, the negative direction of the relationship indicates that as the level of social support received by students increases, the tendency toward future anxiety decreases. However, social support in this study was not strong enough to serve as a primary predictor in explaining future anxiety among senior students.

Table 6 Analysis results regression multiple

Dependent Variable	Independent Variable	B (Coefficient Regression)	t	P	Information
Future Anxiety	Support Social	-0.113	-0.636	0.527	Not Significant
	Spiritual Well-Being	0.279	1.41	0.165	Not Significant

Meanwhile, the spiritual well-being variable yielded a regression coefficient (B) of 0.279, a t-value of 1.41, and a significance level of 0.165 (>0.05). The 95% confidence interval 95% confidence interval ranges from -0.118 to 0.676. Since the confidence interval also crosses the zero line, spiritual well-being does not have a significant effect on future anxiety. The positive direction of the relationship indicates that as spiritual well-being increases, the tendency toward future anxiety also rises, although this relationship is not statistically significant. These findings suggest that students with high levels of spiritual well-being are likely to be more reflective regarding life, responsibility, and future uncertainty, which may increase both their vigilance and their concerns about the future. The beta values obtained were $\beta = -0.084$ for social support and $\beta = 0.185$ for spiritual well-being. These values indicate that the influence of both variables on future anxiety is still relatively small or weak. Additionally, the coefficient of determination yielded an R^2 value of 0.041, meaning that social support and spiritual well-being together can only explain 4.1% of the variance in future anxiety among senior students. Meanwhile, the remaining 95.9% is likely influenced by other factors outside the scope of this study.

These results indicate that the relationship between social support, spiritual well-being, and future anxiety remains relatively weak. This implies that these two variables have not yet become the primary factors influencing future anxiety among senior students. This situation indicates that future anxiety is a fairly complex psychological issue because it can be influenced by various other factors, such as academic pressure, concerns about employment, economic conditions, problem-solving abilities, life experiences, and individual self-confidence. Although the found effects were not significant, the direction of the relationships in this study still indicates that social support tends to help reduce future anxiety, while spiritual well-being shows a tendency toward a positive relationship with future anxiety, although its influence remains weak.

Overall, the study results indicate that social support and spiritual well-being have not yet emerged as primary predictors of future anxiety among senior college students. This suggests that future anxiety is likely more influenced by other factors such as self-efficacy,

academic pressure, economic conditions, coping strategies, life experiences, and individual personality traits. In a study Desti & Naan (2021), it was found that when an individual experiences future anxiety due to various factors—one of which is a cognitive factor—that individual undergoes a process of perceiving behaviors that can disrupt their assessment or estimation of the dangers they face. In other words, that individual experiences a shift in their thought patterns regarding their actions.

Similarly, for those who feel anxiety about the future, these individuals may lose their spirituality or self-confidence. This condition may be linked to the presence of internal conflict, which is suspected to play a role. Consequently, spiritual well-being and social support do not significantly influence future anxiety due to internal conflict—such as the discrepancy between future expectations and reality—which can create anxiety that is difficult to manage despite the presence of spiritual well-being and social support.

In line with the study Anugrawaty et al. (2025), it was found that family support does not have a significant direct effect on students' future anxiety ($p > 0.05$). However, the effect becomes significant when mediated by religiosity. Research Hidayati & Nuqul (2025) also indicates that social support does not have a significant direct effect on gratitude ($\beta = -0.010$; $p = 0.815$), but it does influence it through spiritual well-being as a mediator. Furthermore, a study Purwaningsih (2025) showed that social support and anxiety are related to psychological well-being; however, their contribution is relatively small, suggesting that many other factors influence an individual's psychological condition.

Research conducted by Sari et al. (202) indicates that social support influences future anxiety among college students, though its contribution is relatively small. The findings suggest that social support accounts for only 16.4% of the variance in future anxiety, while the remaining 83.6% is influenced by other factors outside the variables under study. This finding indicates that future anxiety is a complex and multidimensional psychological condition, so it cannot be explained by a single factor alone. In addition to social support, there are various other factors that are likely more dominant in influencing future anxiety, such as self-efficacy, academic pressure, economic conditions, life experiences, coping strategies, optimism, and individual personality characteristics. Thus, although social support plays a role in helping individuals cope with future uncertainty, this influence is not necessarily the primary factor directly determining the level of future anxiety in each individual. These findings align with the results of this study, which show that social support and spiritual well-being have not been able to exert a significant influence on future anxiety among senior undergraduate students.

This study aligns with the findings of Mtshweni (2024), which indicate that high perceived social support contributes to increased motivation and academic resilience among students. That study used the Multidimensional Scale of Perceived Social Support (MSPSS) or similar instruments to identify the level of perceived social support, which in turn has the potential to strengthen their resilience and enthusiasm in meeting academic demands. Thus, non-significant research results remain scientifically acceptable because they reflect realistic empirical conditions and indicate that both anxiety and psychological well-being are influenced by many interrelated factors.

4. Conclusions

This study aims to determine the effect of social support and spiritual well-being on future anxiety in final year students of the Islamic University of "45" Bekasi. Final year students are in the early adulthood phase which is identical with various academic, social, and emotional demands, such as thesis writing, preparation for entering the world of work, and uncertainty about the future. These conditions can give rise to future anxiety, so that social support and spiritual well-being are seen as factors that have the potential to help students in dealing with psychological stress during the transition to adulthood. This study uses a quantitative approach involving 60 final year students of the Psychology Study Program of the Islamic University of "45" Bekasi who were selected using a convenience sampling technique.

Based on the results of descriptive analysis, the majority of respondents were in the moderate category for the variables of social support, spiritual well-being, and future anxiety. The results of the multiple regression test showed that social support and spiritual well-being did not have a significant influence on future anxiety in final year students. Social support showed a negative relationship with future anxiety, meaning that the higher the social support, the tendency for future anxiety to decrease, although the effect was weak. Meanwhile, spiritual well-being showed a positive relationship with future anxiety, although this relationship was also not statistically significant. The coefficient of determination value of $R^2 = 0.041$ indicates that the two variables were only able to explain 4.1% of future anxiety, while the rest was influenced by other factors outside the study. Meanwhile, the remaining 95.9% was likely influenced by other factors such as academic pressure, self-efficacy, coping strategies, economic conditions, optimism, and individual personality characteristics not examined in this study.

The results of this study indicate that future anxiety is a complex and multidimensional psychological condition. Future anxiety in final-year students is likely influenced by other factors such as academic pressure, economic conditions, self-efficacy, coping strategies, life experiences, and individual personality characteristics. Although the results of this study were not significant, these findings still have scientific value because they provide an empirical illustration that social support and spiritual well-being are not necessarily the main factors directly influencing future anxiety in each individual. Furthermore, these results are also consistent with several previous studies showing that the influence of social support and spiritual well-being on psychological conditions is often weak or influenced by other variables that act as mediators or moderators.

This study has several limitations that should be considered. First, the number of respondents used was relatively limited, namely only 60 participants, so the results cannot describe the broader conditions of students. Second, the study subjects were only recruited from one university, namely the Islamic University "45" Bekasi, so the generalizability of the results to student populations at other universities is still limited. Third, the convenience sampling technique allows for bias in respondent selection because the sample was selected based on ease of access by the researcher. Furthermore, the insignificant results of the study indicate that there are still many other factors that have not been studied and may have a greater influence on future anxiety. Therefore, further research is recommended to use a larger sample size, involve respondents from various universities, use a more representative sampling technique, and include other variables to obtain more comprehensive results.

Acknowledgement

The author solely contributed to the conceptualization, data collection, analysis, visualization, and writing of this manuscript.

Author Contribution

The authors responsible answered full on the entire research process, starting from formulation problems, data collection and processing, analysis results, up to compilation report end. All parts in article are results work and interpretation by all writers.

Funding

This research received no external funding.

Ethical Review Board Statement

Ethical review and approval were waived for this study due to its non-invasive nature and the use of qualitative cultural data that did not involve sensitive personal information or pose risk to participants. The research adhered to ethical principles, including informed consent and confidentiality.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request. No publicly archived datasets were generated or analyzed during the current research.

Conflicts of Interest

The authors declare no conflict of interest.

Declaration of Generative AI Use

During the preparation of this manuscript, the authors used artificial intelligence (AI)-based tools to support the writing process in certain aspects. After using these tools, the authors reviewed, edited, and ensured the entire content of the manuscript, and take full responsibility for the content of the publication

Open Access

©2026. The author(s). This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit: <http://creativecommons.org/licenses/by/4.0/>

Open Access

©2026. The author(s). This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit: <http://creativecommons.org/licenses/by/4.0/>

References

- Abdullah, D. K., Hi, S., Jannah, M., Pd, M., Aiman, U., Pd, S., Hasda, S., Pd, M., Fadilla, Z., Taqwin, N., Kep, S., Kes, M., & Saputra, N. (2022). *Metodologi penelitian kuantitatif*. Yayasan Penerbit Muhammad Zaini.
- Akbar, B. M., Limantara, S., & Marisa, D. (2020). *Hubungan Tingkat Kesejahteraan Spiritual dengan Tingkat Kecemasan Mahasiswa dalam Menghadapi Objective Structured Clinical Examination (OSCE)*. *HOMEOSTASIS: Jurnal Mahasiswa Pendidikan Dokter*, 3(3). <https://ppjp.ulm.ac.id/journals/index.php/hms/article/view/2800>
- Aliifah, D. A. (2024). *Psychological Well-being dengan Kecemasan menghadapi Masa Depan (Future Anxiety) Pada Mahasiswa Tingkat Akhir*. Universitas Islam Indonesia.
- Anugrawaty, R. H., Nafida, N. A., Fadilah, F., & Muttaqin, I. (2025, June). *Kecemasan Menghadapi Masa Depan Pada Mahasiswa: Eksplorasi Pengaruh Religiusitas dan*

- Dukungan Keluarga. *Prosiding Seminar Psikologi (PROSEPSI)*, 2(1), 63-76. <https://prosiding.umk.ac.id/index.php/prosepsi/article/view/985>.
- Apriani, D., Vidyastuti, & Ramadhan, R. (2025). Hubungan Dukungan Sosial Dengan Psychological Well Being Pada Mahasiswa Rantau Di Universitas Muhammadiyah Pontianak: Hubungan Dukungan Sosial Dengan Psychological Well Being Pada Mahasiswa Rantau Di Universitas Muhammadiyah Pontianak. *Psikodinamika: Jurnal Literasi Psikologi*, 5(1). <https://doi.org/10.36636/psikodinamika.v5i1.5865>
- Apriningrum, R. E., & Utami, L. H. (2021). The Role of Spiritual well-being and Self-efficacy on Kindergarten Teachers Burnout. *Psikoislamika : Jurnal Psikologi dan Psikologi Islam*, 18(1), 218–227. <https://doi.org/10.18860/psikoislamika.v18i1.11562>
- Azwar, S. A. (2017). *Metode Penelitian Psikologi*. Pustaka Pelajar
- Buulolo, D. (2019). Quality of Life ditinjau dari Spiritual Well-Being pada Mahasiswa Kependetaan di Sekolah Tinggi Theologia Injili Indonesia Medan-Sumatera Utara. *Jurnal Psikologi Universitas HKBP Nommensen*, 6(1), 21–27. <https://doi.org/10.36655/psikologi.v6i1.89>.
- Desti, A., & Naan, N. (2021). Peran Spiritual Bagi Kesehatan Mental Mahasiswa di Tengah Pandemi Covid-19. *HUMANISTIKA: Jurnal Keislaman*, 7(1), 26–45. <https://doi.org/10.55210/humanistika.v7i1.384>.
- Fitriani, R., Priatna, H., & Barokah, A. (2022). Pengaruh Likuiditas dan Solvabilitas terhadap Profitabilitas pada PT. Perkebunan Nusantara VIII. *AKURAT | Jurnal Ilmiah Akuntansi FE UNIBBA*, 13(02), 1-11. <https://ejournal.unibba.ac.id/index.php/akurat/article/view/907>
- Dewanti, A. D. P., & Ayriza, Y. (2022). Pengaruh Optimisme Terhadap Kesejahteraan Subjektif pada Mahasiswa yang Mengerjakan Tugas Akhir. *Acta Psychologia*, 3(2), 119–126. <https://doi.org/10.21831/ap.v3i2.43405>.
- Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. *International Journal of Education & Language Studies*, 1(2), 72-77. <https://doi.org/10.22034/ijels.2022.162981>
- Harahap, I. D., & Pranungsari, D. (2020). Hubungan antara konsep diri dan adversity quotient dengan kecemasan menghadapi masa depan remaja jalanan. *Jurnal Psikologi Terapan dan Pendidikan*, 2(1), 1. <https://doi.org/10.26555/jptp.v2i1.16948>.
- Hidayati, F., & Nuqul, F. L. (2025). Islamic college students' gratitude model: The role of social support in mediating spiritual well-being. *Psikis: Jurnal Psikologi Islami*, 11(2), 381-394 <https://jurnal.radenfatah.ac.id/index.php/psikis/article/view/31675>.
- Ichsan, N. A., & Ihkamuddin, M. (2024). What Causes Anxiety in Emerging Adulthood?: A Sytematic Review. *International Journal of Scientific Research and Management*, 12(07), 48-55. <https://doi.org/10.18535/ijserm/v12i07.gp01>
- Limen, G., Runtuwene, J., & Wagiu, C. (2018). Hubungan Tingkat Kecemasan dalam Menghadapi UKMPPD OSCE dengan Nilai UKMPPD Mahasiswa Fakultas Kedokteran Universitas Sam Ratulangi. *Jurnal Biomedik (JBM)*, 10(3), 159. <https://doi.org/10.35790/jbm.10.3.2018.21981>.
- Mtshweni, B. V. (2024). Perceived social support and academic persistence among undergraduate students: Mediation of sense of belonging and intrinsic motivation. *Journal of Psychology in Africa*, 34(1), 36–43. <https://doi.org/10.1080/14330237.2024.2314366>.
- O'Rourke, E. J., Halpern, L. F., & Vaysman, R. (2020). Examining the relations among emerging adult coping, executive function, and anxiety. *Emerging Adulthood*, 8(3), 209-225. <https://journals.sagepub.com/doi/abs/10.1177/2167696818797531>.
- Öztekin, G. G., Gómez-Salgado, J., & Yıldırım, M. (2025). Future anxiety, depression and stress among undergraduate students: Psychological flexibility and emotion regulation as mediators. *Frontiers in Psychology*, 16, 1517441. <https://doi.org/10.3389/fpsyg.2025.1517441>.
- Paloutzian, R. F. (2016). The Spiritual Well-Being Scale: Portuguese Translation and Suggestions for Use. *Horizonte*, 14(41), 76. <https://doi.org/10.5752/P.2175-5841.2016v14n41p76>.

- Pratiwi, P. A. (2021). *Pengaruh Regulasi Emosi terhadap Perilaku Non-Suicidal Self-Injury (NSSI) dengan Dukungan Sosial sebagai Moderasi Pada Remaja*. Universitas Muhammadiyah Malang.
- Putri, M. A. D., Matulesy, A., & Pratitis, N. (2024). Kecemasan Masa Depan pada Mahasiswa Tingkat Akhir: Adakah Peranan Internal Locus of Control?. *JIWA: Jurnal Psikologi Indonesia*, 2(2). <https://doi.org/10.30996/jiwa.v2i2.10551>
- Putri, F. A., Fitriyanti, R. P., Widya, A. A., & Soares, J. (2025). Hubungan Kecemasan terhadap Spiritual Well Being pada Remaja. *Medic Nutricia : Journal Ilmu Kesehatan*, 21(2), 111-120. <https://doi.org/10.5281/zenodo.17251451>
- Putri, H. M., & Febriyanti, D. A. (2020). Hubungan dukungan sosial orangtua dengan kecemasan menghadapi dunia kerja pada mahasiswa tingkat akhir Fakultas Psikologi Universitas Diponegoro. *Jurnal Empati*, 9(5), 375-383. <https://doi.org/10.14710/empati.2020.29261>
- Purwaningsih, I. E., Sugiarto, R., & Budiarto, S. (2023). Kesejahteraan psikologis dalam hubungannya dengan kecemasan dan dukungan sosial. *SOSIOHUMANIORA: Jurnal Ilmiah Ilmu Sosial Dan Humaniora*, 9(1), 1-16. <https://doi.org/10.30738/sosio.v9i1.13427>
- Qolbi, F. H., Musthofa, A., & Chotidjah, S. (2020). The Emerging Adulthood Period for Students: Anxiety about the Future, Subjective Welfare, and Islamic Religiosity. *Psikoislamika: Jurnal Psikologi dan Psikologi Islam*, 17(1), 44-45. <https://ejournal.uin-malang.ac.id/index.php/psiko/article/view/8821>
- Rahayu, F. S. (2021). Kecemasan Pedagang Pasar Tradisional Tentang Wabah Virus COVID-19 Di Era New Normal. *Prophetic: Professional, Empathy, Islamic Counseling Journal*, 4(2). <https://journal1.uinss.ac.id/index.php/prophetic/article/view/9662>
- Santo, A. T., & Alfian, I. N. (2021). Hubungan Dukungan Sosial dan Kecemasan dalam Menghadapi Dunia Kerja pada Mahasiswa Akhir. *Buletin Riset Psikologi dan Kesehatan Mental (BRPKM)*, 1(1), 370-378. <https://doi.org/10.20473/brpkm.v1i1.24895>
- Salamy, A. Y. M. S., Salamy, A. Z. N., Salamy, N. F. W., Salamy, M. F. A. S., & Lisnawati, D. A. (2025). Hubungan Spiritual Well-Being Dengan Resiliensi Mahasiswa Kedokteran Pada Masa Pandemi Covid-19. *Jurnal Sosial Dan Sains*, 5(7), 2265-2273. <https://doi.org/10.59188/jurnalsosains.v5i7.32417>
- Saragi, C., & Indrawati, E. S. (2019). Hubungan antara Dukungan Sosial Orangtua dengan Kecemasan Menghadapi Masa Depan Pada Komunitas Pemusik Regular Remaja Di Kota Semarang. *Jurnal EMPATI*, 8(1), 130-135. <https://doi.org/10.14710/empati.2019.23586>
- Sari, D. P., Nugroho, H., & Iskandar, A. (2021). Gambaran Tingkat Kecemasan Mahasiswa Fakultas Kedokteran Universitas Mulawarman Sebelum Menghadapi OSCE: An Overview of Anxiety Levels of Medical Faculty Students Mulawarman University Before OSCE. *Jurnal Sains dan Kesehatan*, 3(4), 482-488. <https://doi.org/10.25026/jsk.v3i4.348>
- Savitri, A. C. P., & Swandi, L. I. D. N. (2023). Intervensi Kecemasan Pada Mahasiswa: Literature Review. *Psikobuletin: Buletin Ilmiah Psikologi*, 4(1), 43. <https://doi.org/10.24014/pib.v4i1.20628>
- Shalom, J. P., & Dewi, W. P. (2025). Peran Spiritual Well-Being Terhadap Future Anxiety Pada Mahasiswa Tahun Akhir Program Studi D3 Hingga S1 Di Indonesia. *Selaras: Journal of Psychological Studies*, 1(1). <https://ojs.uph.edu/index.php/selaras/article/view/10002>
- Siddall, P. J., McIndoe, L., Austin, P., & Wrigley, P. J. (2017). The impact of pain on spiritual well-being in people with a spinal cord injury. *Spinal cord*, 55(1), 105-111. <https://www.nature.com/articles/sc201675>
- Siregar, T. K., Kamila, A. T. T., & Tasaufi, M. N. F. (2021). Kebersyukuran dan kecemasan akan masa depan pada mahasiswa tingkat akhir di masa pandemi covid-19. *Borobudur Psychology Review*, 1(1), 29-37. <https://doi.org/10.31603/bpsr.4881>
- Sudarmin, S., Sumarni, W., Rr. Sri Endang, P., & Sri Susilogati, S. (2019). Implementing the model of project-based learning: Integrated with ETHNO-STEM to develop students'

- entrepreneurial characters. *Journal of Physics: Conference Series*, 1317(1), 012145. <https://doi.org/10.1088/1742-6596/1317/1/012145>.
- Syuhadak, N. O., Hardjono, H., & Mardiyah, Z. (2023). Harapan dan Kecemasan Akan Masa Depan pada Mahasiswa Tingkat Akhir. *Jurnal Ilmiah Psikologi Candradiwa*, 7(2), 76. <https://doi.org/10.20961/jip.v7i2.64673>.
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (2021). Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52, 30-41. <https://doi.org/10.1037/t02380-000>.

Biographies of Authors

Azzahra Meita Syamsyiah Putri, Psychology, Faculty of Social and Political Sciences, Islamic University "45" Bekasi, Bekasi, West Java 17134, Indonesia.

- Email: meitaara9@gmail.com
- ORCID: N/A
- Web of Science ResearcherID: N/A
- Scopus Author ID: N/A
- Homepage: N/A

Ratna Duhita Pramintari, Psychology, Faculty of Social and Political Sciences, Islamic University "45" Bekasi, Bekasi, West Java 17134, Indonesia.

- Email: poerwijanto.prayitno25@gmail.com
- ORCID: N/A
- Web of Science ResearcherID: N/A
- Scopus Author ID: N/A
- Homepage: N/A

Aldila Putri Anwa, Psychology, Faculty of Social and Political Sciences, Islamic University "45" Bekasi, Bekasi, West Java 17134, Indonesia.

- Email: alldilaanwa2610@gmail.com
- ORCID: N/A
- Web of Science ResearcherID: N/A
- Scopus Author ID: N/A
- Homepage: N/A